



Pragmatics and Discourse Analysis: The Properties of Everyday Language Found in “From South Sumatera to Ohio, Indiana, & Utah”

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ABSTRACT

Analyzing everyday language properties is crucial for uncovering the nuanced layers of meaning within literary works. Therefore, this study explores Prof. Diemroh Ihsan's book, From South Sumatera to Ohio, Indiana, and Utah, through the lens of pragmatics and discourse analysis, focusing on everyday language properties as outlined in Grundy's (2008) framework. Specifically, the study examines indirect meanings, cultural contexts, and inferences present in the narrative. The qualitative descriptive technique was chosen for its suitability in systematically capturing and interpreting descriptive data, such as written words in the book, allowing for a detailed exploration of linguistic nuances within the text. This approach enables an in-depth understanding of how language operates within cultural and contextual dimensions of the narrative. The analysis reveals eight instances of implicit meaning, nine cultural contexts, and one inference, illustrating the intricate dynamics between language and culture. By acting as a cultural bridge that portrays diverse culinary traditions, festive celebrations, and economic perspectives, this study highlights the interplay between language and cultural interpretation. The findings lay a foundation for future cross-cultural analyses, contributing to a deeper understanding of how language and culture intersect in literary works.

Keywords: *Everyday Language Properties, Literary Works, Pragmatics and Discourse Analysis*

INTRODUCTION

Man's major tool for merging himself internally and externally as a functioning individual and an active member of a human group or society is language. Therefore, the study of language should constantly be contextualized within the context of human life (Usman et al., 2020). Furthermore, in a cultural context, language is viewed not only as a means of communication to represent ideas, emotions, thoughts, aspirations, tension, love, resentment, etc (Ulfah, 2019), but also as a resource to unearth cultural riddles, ranging from language behavior, identity and life of speakers, utilization

and empowerment of language, and advancement and preservation of cultural values (Maryeliwati et al., 2022). Therefore, departing from this paradigm, the study of language is not restricted to micro-research undertaken purely for the benefit of the language itself and may also be considered as an argument for linguistics as a cultural science.

Reading a written work itself especially book for most of people might be only as one of their hobby or as an activity for spending their leisure time. but only some of the people realised that this activity gives them a lot of benefits (Sellers, 2019). This activity not only

provides a ton of knowledge but also a lot of implied benefits such as the experience to understand the pragmatics meaning behind every sentence (Karasu & Tunaboynu, 2022). Moreover, reading books will also give a chance to know the point of view of the writer in a specific situation that related to the topic (Tao et al., 2022). The readers might also find the cultural aspects and the philosophy of the writer that sometimes implied in the sentence. Moreover, the book would also provide the cultural aspect that implied in some of the situation told in the book. Furthermore, it would also inspire the reader with a lot of the writer's philosophy as in reading "From South Sumatera to Ohio, Indiana, & Utah" book, the readers will experience in understanding the cultural point of view of the writer and the discourse and pragmatic meaning of the sentence.

"From South Sumatera to Ohio, Indiana, & Utah" book is not only a story of physical migration but also a cultural and pragmatic transition. This transition encompasses the linguistic, social, and economic aspects of the individuals involved. It is a journey that involves adapting to new linguistic norms, understanding the pragmatic aspects of communication, and navigating the cultural nuances of different regions. In this analysis, the researcher will explore the interplay between pragmatics and cultural anthropology in the context of writer's journey. By examining the language behaviors, identities, and experiences of the writer who have migrated from South Sumatera to Ohio,

Indiana, & Utah, it can unearth the cultural riddles and complexities that arise from this cross-cultural encounter. Furthermore, gaining a deeper understanding of these pragmatic and cultural aspects is crucial for fostering inclusivity, promoting effective communication, and maintaining harmonious relations among individuals from diverse cultural backgrounds (Sahadevan & Sumangala, 2021). Therefore, this analysis will also challenge the traditional ethnocentric approach that has dominated cross-cultural pragmatic research for a long time.

The study of pragmatics and cultural analysis within the context of "From South Sumatera to Ohio, Indiana, & Utah" allows to explore how language is used to navigate and negotiate cultural differences, as well as how cultural norms influence pragmatic choices in communication. By examining the language behaviors, identities, and experiences of migrants from South Sumatera to Ohio, Indiana, and beyond, the researcher can uncover the intricate interplay between language and culture. The researcher can also investigate how cultural values and beliefs shape language use and expression, and how language acts as a tool for identity construction and negotiation in a new cultural environment. Hence, this analysis aims to shed light on the ways in which the writer navigates these linguistic and cultural transitions, the challenges he faces, and the strategies he employs to adapt and thrive in the new cultural and linguistic contexts. Therefore,

by examining the language behaviors, identities, and experiences of individuals who have migrated from South Sumatera to Ohio, Indiana, and beyond in everyday language properties, the researcher can uncover the rich tapestry of cultural diversity and linguistic practices that exist in the book. Hence, this study would explore what are the property of everyday language found on "From South Sumatera to Ohio, Indiana, & Utah" book.

THEORETICAL FRAMEWORK

The pragmatics and discourse analysis itself should be viewed to the very smallest unit of language use namely the daily language or also called as everyday language. Grundy (2008) has specified the properties of everyday language into nine namely (1) Appropriateness, (2) Non- Literal or Indirect Meaning, (3) Inference, (4) Indeterminacy, (5) context, (6) Relevance, (7) Accommodation, (8) Reflexivity, and (9) Misfires. Therefore, through these nine properties of everyday language, the pragmatics and discourse analysis of a conversation or written work can be easily analyzed.

Appropriateness

Fetzer (2004) asserts that appropriateness is a pragmatic idea. Regarding its practical applicability, it might be classified as a "theoretical construct" or a "common-sense idea". As a result, the communicative aim, the communicative act, the speaker, the recipient, the linguistic representation, and the context are all fundamental to the pragmatic concept of appropriateness (Mindt, 2008). In common

parlance, appropriateness is the result of an evaluation process that takes into account the nature of co-participants' interconnection, communicative activities, and their linguistic manifestations in linguistic and sociocultural contexts (Dewaele, 2008). Theoretically speaking, appropriateness is a relational concept that depends on a speech community's norms and practices in addition to speakers and hearers, communicative activities, and communicative genres. The appropriateness of an utterance can be examined in terms of the relationship that exists between a communicative action, its language realization, and its embeddedness in linguistic and social circumstances. Therefore, in order to assess appropriateness, it is necessary to take into account three key elements: (1) the communicative action; (2) the language and social environment; and (3) the linguistic realization (Arlanova, 2022; Schaefer, 2021).

Non-Literal or Indirect Meaning

Proficiency is required for face-to-face communication in addition to basic language skills. When engaging in discourse, we frequently draw conclusions from utterances that go beyond their literal meaning and distinguish between different speech acts based on contextual cues like the speakers' relationship. However, it's unclear if these communication skills would coincide with basic language skills or other cognitive talents like theory of mind (Bendtz, et.al, 2022). Consequently, one of the most common indirect

speech acts in the English language are the interrogatives. The hearer must not just respond to the speech when it is delivered, but also take an action. Furthermore, when someone chooses one speech act over another and leaves it up to the listener to interpret what was said, that is an example of an indirect speech act (Black, 2006; Yule, 1996).

In everyday language, nonliteral or indirect meanings are essential to communication because they enable people to subtly express complicated concepts or emotions. Metaphorical expressions provide as one clear illustration of the use of language in nonliteral contexts. Saying something like "Time is a thief" alludes to the idea that opportunities and moments might be stolen by time and one is unaware of it. This allegory broadens the communication's scope and subtlety while stimulating the audience's imagination and stimulating their thinking. According to Allot & Textor (2022), figures of speech like similes, metaphors, and analogies are frequently used in non-literal language and help to explain ideas in a more complex and nuanced way. To further add wit and amusement, humor frequently uses nonliteral language (Borodenko & Petrovsky, 2021). For example, puns are a type of nonliteral language use in which a word or phrase is used in a way that plays on its many meanings. "I used to be a baker because I kneaded dough," might be an example. Here, the word "kneaded" is employed in a playful way, referencing the homophone with "needed." This subliminal use

of language highlights the diversity and depth of nonliteral expressions in ordinary language, bringing a creative and humorous element to the conversation.

Inference

Linguistic inferences have historically been studied and categorized into a number of categories, including implicatures, entailments, and presuppositions. The majority of this classification is based on conventional linguistic techniques, such as introspective analyses of phrases that occur in different conversation contexts and constructions. The processing features of these conclusions have also been studied in recent research (Chemia & Bott, 2014). Thus, "inference" is simply the psychological term for "reasoning," as we commonly refer to it. Similar to reasoning, it starts with a few fundamental presumptions and moves through a number of steps before coming to a conclusion. Psychologists are not being conceited, however, when they employ a more uncommon term: most of us associate reasoning with an uncommon, deliberate, challenging, and relatively sluggish mental activity. It has been shown by modern psychology that thinking happens quickly, painlessly, subconsciously, and continuously. Psychologists generally refer to this continuous mental process when they talk about inference (Sperber, 1995).

Indeterminacy

Given the inherent nature of language and its role in the interpretation of experiences, indeterminacy is an essential element in any

explanation of language, be it through theoretical modeling or analytical application of the theory. As such, this linguistic component poses challenges for the analyst irrespective of the technique utilized. For example, it is known that there exist multiple versions of SFL (e.g., Cardiff language; see Fawcett, 2000), and each of these versions needs to address the nature of this indeterminacy. For SFL users, it might be challenging to identify process types with uncertainty, which leads to analytical ambiguity, or uncertainty about the actualized process.

Any uncertainty in the analysis is problematic since it might result in different analysts' interpretations of the same data, unless a solution to this problem is incorporated into the analytical process. To the best of our knowledge, there is no established method in SFL for ensuring the validity and dependability of the analysis, allowing several analysts to come to a highly consensus on the outcome. There are two main reasons why the tendency toward inconsistency is problematic: Initially, there are various ways in which the analysis of the final results can be achieved, depending on the main analytical driver (e.g., the prioritization of syntactic or semantic criteria); and second, if a process can be interpreted in more than one way, being constrained to a single classification may result in an analytic interpretation that does not accurately represent the semiotics of the message, which would be contrary to the primary analytical driver (Gwilliams & Fontaine, 2015)

Context

Linguistics context

The context within the speech, or the relationships between words, phrases, and even paragraphs, is referred to as linguistic context. Examine the phrase "bachelor" as an example. Without a linguistic context that elucidates the exact meaning of this word, we are unable to understand the meaning of the phrase "He is a bachelor". Linguistic context can be investigated through deictic, co-text, and collocation. The deictic context, which includes deictic expressions like the time expressions now, then, etc., the spatial expressions here, there, etc., and the person expressions I, you, etc., is directly related to the participants' awareness of their location in space and time during a language event (Song, 2010).

Deictic roles are established through the use of deictic expressions. In typical language behavior, the speaker addresses the listener directly and may make references to himself, a certain place, or a specific moment in time. Linguists have started concentrating on the previous discourse coordinate in recent years. In light of the aforementioned terms, Levis presents this coordinate. The preceding paragraph will define every sentence in a conversation fragment save the first, not only the terms that directly and clearly relate to it. According to Halliday, the co-text of a word in a discussion limit how it can be interpreted. In 1934, Porzig advocated for the understanding of the significance of syntagmatic relationships,

such as those between bite and teeth, bark and dog, and blonde and hair, which Firth termed collocation. Collocation is not a simple issue of concept connection. Despite the fact that milk is white, we should not frequently say white milk, although white paint is a common word (Song, 2010)

Situational context

Situational context, sometimes referred to as scenario context, describes the setting, time, and location of a discourse as well as the interactions between the participants. This topic is traditionally investigated via the lens of register, which elucidates the relationship between language and context by grouping it into three primary categories: field, tenor, and mode. The existing state of affairs is referred to as the field of conversation. One could contend that, within the context of the text, field represents the language user's intentional function. The kind of social connection that is acted out in or through a speech is related to its tone. Thus, tone stresses how language choices are influenced by the kind of social interaction in which communication takes place as well as the topic or subject of the communication. The relationship between the language user and the transmission medium is reflected in the mode. The main difference within the mode is between channels of communication that allow participants to postpone interaction and those that involve immediate touch. (Song, 2010).

Cultural context

The culture, traditions, and historical background of the speakers' linguistic community are referred to as the "cultural context." Language is a social phenomena that is closely linked to societal norms and social structures. As a result, factors including age, gender, social status, and role all have an affect on language. Social roles are recognized and established cultural responsibilities within a community. We use the term "social status" to describe each person's relative social standing. Each person participating in the language event needs to be aware of, or assume, what position they are in relation to the others. In many situations, status will also determine who starts the talk. Age and sex often influence or determine social position. When speaking to an elderly person, a person of one sex may use different words of address than other people of the same sex or age in similar situations (Song, 2010).

Relevance

The logical notion of relevance is based on a two-placed predicate that expresses the connections between different objects. The idea of relevance was first used by linguist H.P. Grice to analyze spoken communication. In his cooperative principles, he suggests four maxims: Manner, Quality, Quantity, and Relevance. He states that all parties hoping to communicate hope the speech is relevant. With their Relevance Theory published in 1995, Sperber and Wilson popularized the concept of

"relevance." They contend that a technical term that may characterize a feature of reciprocal contact is the key to relevance, a notion founded on a common understanding of human cognition. Sperber and Wilson claim that relevance can be assessed and measured using the connection between cognitive effect and processing effort. Information will become relevant if we claim that it has a contextual impact in a particular circumstance. An input (such a discourse) may have cognitive effects by changing or rearranging these accessible assumptions in the following ways when it is provided in such a context: Aims: a. to reinforce an established assumption; b. to challenge and disprove an established assumption; c. to relate to an established assumption and obtain an implication in a specific context, meaning that this implication can only be deduced from the new information and the context taken together. In other words, you design an assumption with the expectation of combining it with the supplied assumptions to derive a new one (Shen, 2013)

Accommodation

The ability to modify, adapt, and exert control over conduct in reaction to other people is known as Communication Accommodation Theory, or CAT (Giles, 2016). In CAT, there are two methods: divergence and convergence. People use convergence as a strategy to adjust their communication style to each other (Giles, et al., 1991). According to theory, convergence is used when a speaker wants to be drawn in by

others, wants communication to be efficient, and wants to receive social approval—typically from a weak person (Giles & Ogay, 2007). The opposite of convergence strategy is divergence strategy, which is defined as communicative behavior that involves speaking but does not show parallels between circumstances (Giles & Coupland, 1991). The following are theoretical justifications for selecting a divergence approach, per Giles (1991): According to Saputra et al. (2020), speakers may hold higher positions and play different roles in communication. Alternatively, speakers may choose not to communicate because the other person has a negative attitude or appearance. In society, people want to protect their social culture or demonstrate their social identity and cultural heritage.

Reflexivity

The Latin term *flectere*, which means to bend, is where the word reflexivity first appeared. The prefix *re-* denotes a reversal of direction or a kind of repetition. According to Wrana and Galanova (2014), a reflexive entity, system, or structure refers to or refers back to itself. As a result, reflexivity issues are entwined with consciousness, (self-)regulation, and (self-)control. However, the methods in which consciousness, control, and regulation are portrayed are historically contingent. Discourse analysts must thus explain what reverses what, how reflexivity is applied and/or identified, and how we could distinguish between different forms of reflexivity in discourse analysis and

discursive practice. Put differently, discourse researchers need to be more reflective in their approach to reflexivity. To shed light on what a reflexive notion of critique for discourse studies might entail, the concept of reflexivity is also used in four different contexts: (1) as a general characteristic of interaction and subjectivity; (2) as a methodological praxis in the social sciences; (3) as a characteristic of discursive and nondiscursive systems; and (4) extended reflexivity as a salient aspect of late modernity. The several discourse studies subfields distribute these four ideas unevenly (Zienkowski, 2017).

Misfires

When a particular speech does not achieve the anticipated pragmatic consequence, it is a pragmatic misfire. Despite any potential drawbacks, they are crucial because they demonstrate to readers or listeners the consequences of deviating from accepted standards of discourse.

RESEARCH METHODS

This study employs a qualitative descriptive methodology to provide a detailed analysis of linguistic properties and cultural contexts within Prof. Diemroh Ihsan's book, *From South Sumatera to Ohio, Indiana, and Utah*. The approach focuses on presenting in-depth verbal depictions derived from written observations, aligning with qualitative methodologies that are widely utilized in education, psychology, and the social sciences.

In the context of second language (L2) acquisition and instruction, qualitative methodologies are particularly relevant due to the complexity and nuanced nature of language learning processes. Rather than emphasizing broad generalizations or experimental control, this approach delves into individual experiences, enabling a deeper exploration of linguistic and cultural dynamics. As Nassaji (2015) highlights, the intricacies of classroom and real-world dynamics often challenge the applicability of experimental findings, making qualitative and descriptive research a valuable alternative for capturing authentic phenomena.

The qualitative descriptive method was selected for its ability to systematically uncover the implicit meanings, cultural contexts, and inferences embedded in the narrative. By focusing on "what" is present in the text rather than "how" or "why," this study aims to illuminate the linguistic intricacies within the narrative fabric of the book.

The primary data for this study comes from the book *From South Sumatera to Ohio, Indiana, and Utah* by Prof. Diemroh Ihsan, which serves as the main focus of analysis. This text was carefully selected due to its rich narrative content, offering valuable insights into everyday language properties, cultural contexts, and implied meanings. To complement this primary source, secondary data, including academic books, journal articles, and reputable online materials, were used to provide theoretical frameworks and contextual support, ensuring a

comprehensive analysis of the linguistic phenomena explored in the book.

The process of data collection began with an in-depth reading of each chapter of the book to identify instances of everyday language properties as outlined in Grundy's (2008) framework. Sentences that demonstrated elements such as implicit meanings, cultural contexts, and inferences were highlighted for further examination. These excerpts were systematically categorized based on their linguistic and contextual attributes, allowing for a structured analysis.

Once categorized, the data were analyzed to uncover patterns and themes that align with the framework's classifications. For example, implicit meanings were examined to understand how they contribute to the narrative's deeper linguistic layers, while cultural contexts were interpreted to reveal how the author bridges Indonesian and American cultural experiences. The analysis also involved exploring inferences to identify subtle, underlying messages embedded within the text.

The final step in the process was interpreting the results to present a holistic view of how everyday language properties are utilized within the narrative. The interpretations focused on understanding the interconnectedness of linguistic nuances and cultural elements, highlighting the narrative's role as a cultural

bridge. By integrating insights from secondary sources, the study provided a deeper understanding of the interplay between language and culture within this literary work.

FINDING

An An in-depth analysis of the complex web of pragmatic meanings woven into the story of Prof. Diemroh Ihsan's "From South Sumatera to Ohio, Indiana, and Utah" is presented in this part. Within the pages of "From South Sumatera to Ohio, Indiana, and Utah" by Prof. Diemroh Ihsan, a captivating tapestry of language unfolds, revealing a deliberate and nuanced use of communication. This exploration delves into the intricacies of indirect meaning, cultural context, and inference embedded in the author's narrative. As the text unfolds, it becomes evident that the author masterfully employs language not merely for surface-level communication but as a vehicle for layered expression. With 8 instances of indirect meaning, 9 instances of cultural context, and 1 instance of inference, the narrative unfolds as a rich mosaic, inviting readers to decipher not only the explicit words on the page but also the subtle nuances that shape the depth and texture of the storytelling. This analysis seeks to unravel these linguistic intricacies, offering insights into the author's deliberate choices that contribute to the multifaceted nature of the narrative.

Indirect Meaning

Tabel 1. Indirect Meaning Result

Page	Sentences
7	as we could get the privilege of using library facilities, but unfortunately the big boss who was in charge and had the authority to sign our ID'S was not available
22	I began my day by having fried rice with some pieces of cucumber and vegetables with coffee and milk for breakfast prepared by my wife. That was a great breakfast
29 Can you guess what we had for dinner? if you are smart and follow this diary, you must be able to guess that we had shrimp pindang.....
39 we walked down the hilly road toward McCrahan Hall to see Dr. Smith, the King of literacy in OU, as chuzai had an apointment with him at 9 am.....
83	".....besides we could save some money because if you ate lunch at the cafe at least we should spend \$10 / person. We went home after shopping by at the CVS pharmacy grocery store....."
94Inspiring factor for our grandchildren to keep learning and studying during their lives, after we have expired from this world.....
125we can see the meaning and importance of friends. We can go around in a country and even in this globe easier and cheaper if we have friends.....
137We felt so full as if we did not need to eat for two days. Then at about pm we went back to Dr. Riddle's house....

On page 7, the author implicitly conveys the significance of a key figure in the narrative, referred to as "the big boss." Beyond its literal interpretation as a person with high authority responsible for signing ID's, the term "big boss" carries nuanced implications. It suggests a leader or chief in the library, emphasizing not only their hierarchical position but also the power dynamics associated with their ability to sign identification documents. The deliberate choice of "big boss" accentuates the authority and possibly the managerial role of this person. Furthermore, the implicit meaning extends to the notion that this figure manages a team of employees, adding layers of complexity to their role within the library.

Page 22 contains an implicit meaning woven into a description of the author's breakfast. While the author details a seemingly ordinary meal of fried rice with cucumber and vegetables, the phrase "That was a great

breakfast" introduces a layer of indirect meaning. In this context, "great" goes beyond the literal taste or composition of the breakfast. The author implies that the greatness lies in the sentimental value attributed to the meal, particularly because it was prepared by the author's wife. The cultural context of being far away from Indonesia amplifies the significance, turning a routine breakfast into a cherished experience. The writer subtly expresses gratitude and appreciation for the meal beyond its tangible elements.

The narrative on page 29 introduces an instance of indirect speech, inviting readers to consider the implication of the bold sentence. The writer prompts the reader to guess the dinner menu, linking it to the reader's intelligence and engagement with the diary. However, the true indirect meaning lies in the writer's intention to guide the reader in understanding subsequent explanations. It

suggests that the reader's comprehension hinges on a holistic view of the narrative, encouraging them to follow the story from the beginning. This indirect speech serves as a narrative device to enhance reader understanding and engagement.

Page 39 features an implicit meaning surrounding Dr. Smith, referred to as "the King of literacy in OU." Despite the literal definition of "king" as a male ruler, the author employs it metaphorically to highlight Dr. Smith's exceptional expertise in literacy. Dr. Smith's stature as a lecturer at Ohio University is emphasized through the title "King," expressing the writer's admiration and gratitude for his contributions to the field. This indirect meaning enhances the narrative by infusing it with expressions of awe and respect.

The passage on page 83 introduces an implicit meaning related to the cost of lunch, emphasizing the subjective perspective of the writer. While the focus is ostensibly on the lunch expenses, the bold words carry a deeper implication. The price mentioned is considered expensive from the writer's viewpoint, subtly suggesting financial constraints. The conversion to Indonesian Rupiahs highlights the economic perspective, illustrating that what may seem reasonable to others can be perceived as costly based on the writer's background. This implicit meaning adds a layer of financial context to an otherwise straightforward statement.

On page 94, the author uses the term "expired" with an implicit meaning, deviating

from its usual connotation related to documents. In this context, "expired" signifies the end of life, implying the writer's contemplation of mortality. The writer expresses a desire for their grandchildren to find inspiration in learning even after the writer and their spouse have passed away. The choice of "expired" adds depth to the narrative, conveying a profound sense of legacy and the temporal nature of existence.

Page 125 introduces an implicit meaning centered around the importance of genuine friendship. While the statement acknowledges the value of having friends, the true meaning lies in the definition of friendship presented. The writer implies that having numerous friends is inconsequential if they do not offer support during times of need. The phrase "a friend in need is a friend indeed" encapsulates the essence of meaningful friendship, emphasizing the quality of companionship over quantity.

The narrative on page 137 features an implied meaning related to the writer's feeling of fullness after a meal. The hyperbolic statement "We felt so full as if we did not need to eat for two days" transcends its literal interpretation. The exaggeration conveys the abundance of food consumed, creating a vivid image of satisfaction. This hyperbolic expression serves as a literary device to emphasize the richness of the dining experience, contributing to the overall narrative flair.



Cultural Context

Tabel 2. Cultural Context Result

Page	Sentences
9	we have breakfast with coffee and peanut butter sandwich
10	where we bought some eggs, milk, mountain dew drink, plastic, and sandwich wrappers that cost around \$11
50	we carved pumpkins and took pictures. It was a great and nice experience during the halloween time in Athens, 2010
58	we had rice with cabbage, toffu, and sambal for lunch. It was great and cheaper compared to buying food outside
60	and even some young girls were wearing almost nothing alias almost naked
61	we had noodle with vegetable and mushroom and fruit and spaghetti. It was a great dinner for fasting people
79	we were picked up by Fauzia ibu Mardiana's husband to go to their house to eat ketupat to celebrate Idul Adha
84	Chuzai tried to vary kinds of meals that we had every day. One day we had spaghetti, other days we had noodles, muffin, pancakes, and of course rice with various dishe: goat or lamb meat
98	if I were in Palembang – no time to do such a thing besides people would have false image about lecturers if they like playing pool or billiards especially when they did that in a cafe and with a bet

On page 9, the author's choice of breakfast, consisting of coffee and a peanut butter sandwich, reflects a distinct Western cultural influence. In contrast to the typical Indonesian breakfast of rice, this depiction underscores the divergence in culinary practices. The consumption of coffee and sandwiches for breakfast is emblematic of Western dietary habits, highlighting the cultural variation in morning meals between Indonesia and Western countries.

Page 10 introduces an element of cultural context through the purchase of Mountain Dew, a soft drink brand uncommon in Indonesia. The writer notes the cultural disparity in soft drink

preferences, where Western cultures, including the United States, embrace a variety of brands, unlike Indonesia where Coca-Cola and Pepsi dominate the market. The mention of Mountain Dew illustrates how beverage choices can be indicative of cultural distinctions, emphasizing the role of soft drinks as a cultural product in Western societies.

The narrative on page 50 unveils the celebration of Halloween, a cultural event largely absent in Indonesian traditions. The act of carving pumpkins and the overall Halloween experience is foreign to Indonesian culture, where such festivities are not widely embraced. The writer contrasts the acceptance of

Halloween in the United States with the potential resistance it would face in Indonesia, showcasing the cultural diversity and the impact of cultural practices on individual experiences.

Page 58 delves into the cultural significance of sambal in Indonesian cuisine. The writer expresses the importance of sambal by describing a lunch of rice with cabbage, tofu, and sambal as "great and cheaper compared to buying food outside." Sambal, a spicy condiment, holds cultural significance in Indonesian culinary traditions, even influencing the food choices of Indonesians living abroad. This cultural reference emphasizes the role of specific food items in shaping cultural identity.

The narrative on page 60 captures the writer's reaction to the cultural disparity of nudity in Western countries, particularly young girls wearing revealing clothing. The shock expressed by the writer highlights the stark contrast between Western norms, where such attire may be acceptable, and Eastern cultural values, especially within the context of Islamic beliefs. This observation underscores the cultural sensitivity and the diverse perceptions of modesty.

On page 61, the writer brings attention to the cultural practice of fasting during specific days, a significant aspect of Islamic culture. Describing a dinner for fasting people, the writer emphasizes the commitment to fasting, a cultural practice observed by Muslims. The

mention of fasting serves as a reminder of the importance of adhering to cultural and religious practices, irrespective of geographic location.

Page 79 portrays the celebration of Idul Adha with the consumption of ketupat, a traditional Indonesian dish. The mention of ketupat as a central part of the celebration highlights the cultural significance of specific foods during religious festivities. This cultural reference reflects the enduring traditions associated with Idul Adha in Indonesia, emphasizing the role of food in cultural celebrations.

The passage on page 84 provides insights into the writer's culinary choices, showcasing an assimilation of American breakfast culture. With references to spaghetti, muffins, and pancakes, the writer embraces Western breakfast norms, departing from the typical Indonesian breakfast. This cultural adaptation in dietary preferences demonstrates the influence of American food culture on the writer's daily life.

Page 98 touches upon the cultural perception of playing pool or billiards, especially for a lecturer. The writer acknowledges the negative cultural connotations associated with playing pool in Indonesia, where engaging in such activities may lead to a false image, particularly for professionals like lecturers. This passage highlights the cultural distinctions in leisure activities and societal expectations between Indonesia and America.

Inferences

Page	Sentences
11	as they cost \$10 or 90 thousand rupiahs. That was too much for a pair of <i>sandal jepit</i> , I thought it is not good info besides it is digressing

On page 11, a notable instance of inference emerges within the narrative. The writer uses the phrase "that was too much" in reference to the cost of a pair of sandals, presenting a perspective rooted in economic disparities. This inference is grounded in the writer's origin from Indonesia, a developing country, juxtaposed against the context of the United States, a developed country. The statement reflects an implicit understanding of the differing economic standards between these two nations. While \$10 may be perceived as expensive by the writer, this inference becomes evident when considering the economic disparity between a developing and a developed country. The writer's subtle commentary on the perceived high cost signifies the nuanced lens through which individuals from diverse economic backgrounds may interpret and infer value. This observation underscores the importance of acknowledging contextual economic factors when interpreting expressions of value or cost within a cross-cultural framework.

DISCUSSION

Pragmatic Dimensions of Language Use

The intricate exploration of pragmatic dimensions in "From South Sumatera to Ohio, Indiana, and Utah" resonates with foundational linguistic theories. Grundy's (2008) nine

properties of everyday language serve as a robust framework for understanding the subtle nuances present in the text. As Scarantino (2017) emphasizes, language plays a crucial role in conveying emotional expressions, a concept evident in the use of metaphors and hyperbolic statements within the narrative. The instances of indirect meaning and misfires, as per Grundy's framework, align seamlessly with Scarantino's discourse analysis and pragmatics, underscoring the interconnectedness of language with emotional communication.

Cultural Context and Linguistic Adaptation

The examination of cultural contexts within the text finds resonance in Communication Accommodation Theory (CAT). Giles (2016) argues that individuals adjust their communication behavior in response to others, either converging or diverging. The writer's adaptation to Western breakfast norms, acknowledgement of cultural disparities, and observations on Halloween celebrations illustrate the theory in action. Additionally, Maryeliwati et al. (2022) stress the importance of language as a resource for unearthing cultural riddles. The instances of sambal's cultural significance, the shock at Western attire norms, and the portrayal of Idul Adha festivities

exemplify language as a tool for navigating and negotiating cultural differences.

Economic Perspectives and Appropriateness

Grundy's property of appropriateness gains further depth when examined through the lens of economic perspectives. Dewaele (2008) highlights that appropriateness is a relational concept dependent on speakers, hearers, communicative activities, and norms. The writer's inference about the high cost of items, especially sandals, exemplifies the interplay between linguistic and social environments. This aligns with Dewaele's contextual understanding of appropriateness, shedding light on the importance of considering economic and cultural backgrounds in judging the pragmatic appropriateness of utterances.

Legacy, Mortality, and Reflexivity

The contemplation of legacy and mortality, notably using the term "expired," introduces a layer of reflexivity within the narrative. Zienkowski's (2017) exploration of reflexivity as a key feature of discourse studies in late modernity aligns with the writer's reflection on the temporal nature of existence. Sperber (1995) and Wilson's (1995) Relevance Theory also offer insights into the cognitive aspects of relevance, as the writer explores the significance of leaving a legacy for future generations. The concept of reflexivity enriches the narrative, showcasing language as a dynamic tool for self-reflection and exploration of existential themes.

CONCLUSIONS

Prof. Diemroh Ihsan's *from South Sumatera to Ohio, Indiana, and Utah* exemplifies the intricate interplay between language and culture. This study identified eight instances of implicit meanings, showcasing how indirect expressions reflect cultural nuances and the author's perspectives. For example, terms such as "big boss" and "great breakfast" transcend their surface meanings to reveal layers of cultural significance. The former signifies authority and hierarchy, while the latter illustrates how cultural dislocation imbues mundane experiences with new significance. Additionally, the regal metaphor "King of literacy in OU" highlights cultural distinctions in valuing academic achievement, reflecting the author's effort to bridge cultural interpretations through language.

Beyond implicit meanings, nine cultural contexts emerged from the narrative, offering insights into the divergence between Western and Indonesian customs. These include culinary traditions, such as the Indonesian Ketupat during Idul Adha, contrasted with Western breakfast staples, which underscore cultural dissonance. The singular inference in the narrative—a reflection on the value of a \$10 expenditure—adds an economic dimension to the cultural analysis, revealing underlying disparities in perspective. Collectively, these findings highlight how the narrative functions as a cultural bridge, fostering mutual understanding while acknowledging contrasts.

This research, however, is not without its limitations. Focusing on a single literary work limits the generalizability of findings to other texts or contexts. Furthermore, the interpretations are shaped by the researcher's cultural background, which may not fully encompass the diverse perspectives of readers from other cultural contexts. The qualitative nature of the study also introduces a degree of subjectivity, necessitating caution in drawing definitive conclusions.

Despite these limitations, this study provides a foundation for further exploration into the intersection of language, culture, and meaning in literary works. Future research could expand on this work by analyzing a broader corpus of texts to capture more diverse linguistic and cultural phenomena. Comparative studies involving multiple authors or works could offer deeper insights into how cross-cultural nuances are navigated. Additionally, incorporating reader perspectives from varied cultural backgrounds could enrich our understanding of how implicit meanings and cultural contexts are perceived and interpreted across diverse audiences.

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